DOCUMENT RESUME

ED 100 899 95 SP 008 825

AUTHOR Gromfin, Annette; Van Brunt, Vida L.
TITLE The Cooperating Teacher in the Teacher Corps Design.
INSTITUTION University of Southern California, Los Angeles.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Teacher Corps.
NOTE 26p.

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS *Cooperating Teachers; *Guidelines; *Teacher Evaluation; *Teacher Interns
IDENTIFIERS *Teacher Corps

ABSTRACT

This handbook, which represents the thinking of cooperating teachers on a number of issues important to all Teacher Corps programs, provides an overview of the area of concern of cooperating teachers in working with interns. Part 1 describes the role of the cooperating teacher and provides guidelines for a smooth induction of interns into the classroom and for the evaluation of the teaching experience. Part 2 presents some guidelines for cooperating teachers and team leaders, including some for practical application and some that point out to the interns areas to observe in the classroom. Part 3, "Nuggets of Wisdom" offers some suggestions concerning the physical organization of the class and negative versus positive comments in the classroom. Part 4 defines the team leader's role in relation to Teacher Corps and presents some specific duties of the team leader. Some hypothetical situations, presented for consideration, and a list of reminders conclude this handbook. (PD)

X.VIII

EMPORIA KANSAS STATE COLLEGE
TEACHER CORPS
RESOURCE CENTER
ITEM NO. 556
FOR INSPECTION ONLY

BEST COPY AVAILABLE

ED100899

THE COOPERATING TEACHER IN THE TEACHER CORPS DESIGN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Cycle V

1970-1972

Annette Gromfin, Director
Vida L. Van Brunt, Asst. Director
Teacher Corps-Urban
University of Southern California

SP008 825

THE COOPERATING TEACHER IN THE TEACHER CORPS DESIGN

There are many ways in which a Teacher Corps team interacts with the existing teaching staff of a school. One of the most crucial interactors is the person (other than the team leader) responsible for supervision in the classroom setting - often a cooperating teacher. Paramount in the supervision - training relationship is the need for a cooperative effort built on mutual respect and understanding. Additionally, there is a need for common knowledge about the project's concerns, aims and directions. Quite often, the supervising or cooperating teacher receives a corpsman in training without adequate information about his program or his role.

In an effort to bridge the informational gap and to develop common training goals, the University of Southern California-Urban program offered a special course to all cooperating teachers working with corpsmen. Cooperating teachers, team leaders, interns, and university staff participated in developing the course. As a result of this experience, cooperating teachers have formed a planning committee to work with the university towards a one-year experimental Master's degree program incorporating many of the best features they experienced in Teacher Corps and in their own

work. The program would be offered to experienced teachers working in the inner-city.

The following document represents the thinking of co-operating teachers on a number of issues important to all Teacher Corps programs.

Annette Gromfin, Director
Teacher Corps-Urban

Vida Van Brunt
Assistant Director
Teacher Corps-Urban

CO-OPERATING TEACHERS WHO PARTICIPATED IN THE SPECIAL COURSE IN SUPERVISION PLANNED IN COOPERATION WITH THE UNIVERSITY.

R. E. Alexander
Cornelia Alice Bartow
Margaret Ann Benson
Tom Henry Blackmon
Eileen Browitt
Joeneta Ward Buckner
Bernice Butler Cebrun
Will Etta Clark
Linda J. Darling
James Dunn
Sara Guttman
Sumeira Juliet Haddad
E. L. Henderson
L. J. Hernandez
Vinita R. Holland
Alberta Jackson
Ruth H. Love
Byron McClure
George T. Nakakura
Lois Countz Osborne
Gertrude Kelley Pryor
Pamela M. Schrack
Doris Gertrude Shaw
Velouise Simpson
Betty E. Smith
Frances Wilson Smith
R. W. Sorteberg
Rosie T. Truewell

NEW OUTLOOK

In view of this handbook and the many aspects of Teacher Corps that it covers, it becomes quite obvious that from the national level on down to the roles of interns that a prevailing dissatisfaction of our school systems in general is felt by many who are concerned. It is a system which is under scrutiny because it does not meet the basic needs of students and needs constant examination for change. Our educational system has been described as follows: "It is as if we are driving a multimillion dollar sportscar screaming, Faster!, while peering fixedly into the rearview mirror." It appears to be an awkward way of trying to tell where we are, much less where we are going.

Since an ideal goal for an educational system is to render services to people that will enable them to find a productive place in the mainstream of society and give to them the necessary skills through which they may fulfill themselves as human beings, it becomes even more apparent that the system needs some changes.

Teacher Corps is a very small segment, representing a very positive effort to make some changes in our somewhat stagnant educational system. Hopefully, all persons concerned with this program will eventually evolve as innovative creative people displaying new or different ways, means, methods, techniques and attitudes that will help students fulfill their potential.

As Cooperating Teachers, ours is a dual opportunity. We are not only teaching the youngsters in our classes, but we have the rare privilege of sharing our knowledge, experiences, dreams, and aspirations with those young teachers who will soon go out, hopefully, to "make the difference". It is a real challenge and we must meet it first by self assessment in relation to the service we would render.

FORWARD

You're Hooked and There's No Returning

Dedicated to all Cooperating Teachers

The sweltering heat of the September sun coupled with the thirty or more pair of bright eyes, anxiously awaiting the adventurous experience of a new teacher, new room, and a new school year - together, these factors alone make for an overly full-days schedule! However, it's on just such a day that you'll be fortunate enough to receive a bulletin from your principal to attend a staff meeting immediately after the 3:00 P.M. class - business of importance. Now what could be important at that time of day, that time of year, except surviving the heat and preparing for tomorrow! However, you fold up operations and 3:05 finds you rather irritably entering the meeting, only to discover that there are several completely new faces in the crowd, all seated together as if one, and their eyes closely following each person entering - searching? evaluating? sensing? Anway, once the meeting is under way, you learn that these "new faces" are those of young people who are part of a Teacher Corps team which will be based in your school. They will be contacting each teacher arranging to observe or assist in the various classes. By this time you're off on "track 395" and you miss the remaining introductory notes--mainly because you have fully decided that you never again want anyone "in-

and-out" of your room. Besides, it just makes more work.

As the meeting breaks and you start on your way back to Room 6 to clear out for the day and set-up for tomorrow, you overhear many remarks from other staff, supportive of your attitude toward having "extra people" in the room..."I had a teacher aid last year and she was very nice, kept things strict and helped out, but these people want to learn to teach and how can you fool with thirty-six kids and then try to help somebody else teach. I just don't believe teachers should have to do this without pay. Why can't the universities set-up their own schools?"

"It just makes me nervous to have anybody around."

"Not for me, I had my dose last year."

And on it goes....so you must be justified, yet you keep feeling that maybe you could use a student...there's the work to be run off, bulleting boards and those four really tough little boys who kept you irritated all day...maybe they could be put outside. While you're still meandering, the door opens and what should stand before you as big and alive as day, but the five new faces you left behind. However, as they are standing there, there is something equally as interesting as the searching, exploring, questionning, evaluating eyes that you noticed in the meeting...it's the total scene, beards--to clean shaven, long hair, naturals, black, brown, white, yellow...slight smiles, big grins...yes, you're involved.. and as you open your mouth to say in your usual cool, profes-

sional, tone...."Could I help you?", you're met with a chorus ....."Could we help you?" They then explain that they had just noticed that you returned to the room and thought since it was the first day, you needed help. Suddenly the room temperature was much less sweltering, the unfinished bulletin boards were much less drudgery, packed, the stacks of materials and supplies were suddenly very small. So you sit...you chat...they "fracture you" with their ideas for change and their enthusiasm for entering what you know can be a cold, cruel world. Yet, somehow you know they'll make it and you decide definitely that you can help and so you're hooked and there's no returning. You're on the road to "Becoming" one of the many whom others wonder about, usually saying, "What a thankless job!" On the other hand, yours becomes a life of really "Becoming," in relation to what every really good teacher knows, feels, believes, implements, and most of all helping others toward these same goals.

Purpose

There is a constant need for the continuous re-evaluation of various facets of the Teacher Corps program with particular emphasis on the role of the Team Leader and Cooperating Teacher.

It is therefore our hope that the effective implementation of our suggestions, ideas and observations will serve as a source of reference for future Team Leaders and Cooperating Teachers.

Both in groups and an individual reports, Team Leaders and Teachers have expressed concern about problems relating to the Teacher Corps program in the various schools and communities. We hope that this study will be useful in providing an overview of the area of concern of cooperating teachers in working with interns.

I. Role of Cooperating Teachers

The major role of the cooperating teacher is to provide a teaching-learning experience in the classroom that will give the intern an opportunity to observe and learn how to handle the many curricular activities, choose materials of instruction, and how to plan and evaluate learning experiences.

The cooperating teacher assists the intern in planning for observations and participation from week-to-week.

Cooperating teachers, recognizing that the intern is just beginning training, will readily accept tne fact that tnere will be some mistakes. However, it is understood that many times mistakes may motivate further study in a particular area, tnereby, assisting the intern in understanding now to plan more effectively and explore additional skills in the area needed.

It is important for tne cooperating teacher and the intern to utilize observations made by the interns as a basis for identifying tne methods and techniques, being used in tne classroom by an experienced teacher, clarifying purposes and goals, and identifying student reactions and responses.

The intern may record ideas, discuss them with tne teacher and thus begin to build an understanding of the classroom setting that will be helpful in formulating a "style of teaching."

Tne cooperating teacher should be a secure and flexible veteran, capable of delegating selected tasks to a student teacher. He retains responsibility for official communications, signed reports, contacts with parents, etc. The intern, where appropriate, should be able to help the teacher in making decisions and in doing necessary work preceeding decisions (e.g., deciding final grades, selecting instructional materials, snaring in discussions with parents.) Final responsibility always remains with tne cooperating teacher.

Working together helps interns and cooperating teachers build mutual respect for each other.

While the cooperating teachers maintain a very strong role in the training of the interns, the Teacher Corps design provides a plus in this total endeavor. This plus is the team leader who brings the skill greatly needed to build a relationship between the three which affords the maximum development of the intern, not only in classroom performance as a teacher, but also in involvement with total school staff, parents and community groups.

A. For smooth induction of Intern into classroom

The following list of suggestions gives some idea of the variety of ways in which cooperating teachers have viewed their role in inducting interns into classroom situations:

1. Demonstrate various methods you have found to to be successful.
2. Give a general outline of how you have previously conducted the class.
3. Discuss the reasons why various aspects of the class are conducted as they are, along with the various procedures.
4. Make available information on resource materials, audio-visual aides, couse of study.
5. Offer copies of various specific materials that you have used, such as tests and assignment sheets.
6. Assist the intern in selecting from an abundance of materials which will help him to develop a teaching style and adopt them.
7. Allow the intern freedom in experimenting with ideas, evaluating them, sorting them

out, discarding some, and adding others to his growing stock of abilities and practices.

8. Introduce the intern to the class as a teacher.

9. Assist the intern in selecting the appropriate time to assume responsibility for the class.

10. Arrange for a smooth transition of authority from the cooperating teacher to the intern.

11. Offer guidance concerning discipline and control.

12. Assist the intern in gaining self-confidence.

13. Grant the intern freedom in attempting to handle discipline problems.

14. Allow the intern to feel that he is in complete control of the classroom.

15. Allow the intern to learn through trail and error, when appropriate.

16. Refrain from establishing unnecessary policies which would limit the degree of freedom the intern has in the classroom.

17. Refrain from interrupting the class to correct the intern or to criticize his teaching techniques.

18. Encourage and welcome periodic visitations by the team leader.

B. Evaluating the Teaching Experience

1. Review the (lesson plan) objectives of the lesson before and after the lesson is taught.

2. Hold regular conferences for planning and evaluating.

3. Help the intern to learn techniques and see the value of self-evaluations.

4. Include Team Leader in evaluation process at planned intervals.

EVALUATION OF INTERN PERFORMANCE

Cooperating Teacher

C.

Intern

I.

Team Leader

T.

A Three Way Conference

II. Guidelines for Cooperating Teachers and Team Leaders

A. To guide the intern into an understanding of:

1. Human growth, development and learning, mental and physical health.

2. School, parent, home and community relationships and interrelations.

3. Curriculum content, methods, materials, experiences and resources.

4. Current problems, history, and philosophy of education.

5. Administration and organization of school; relationship of all grade levels.

B. Through:

1. Supervised experience with children including observation, participation, and student teaching with opportunities to coordinate theory with practice.

2. Classroom discussion, lectures and readings.

3. Guidance of student teachers toward learner awareness of themselves and their environment; of young children and their families.

C. Guidelines for Practical Application

1. Understand the contribution of one's area of teaching to the educational needs of students.

2. Cooperate with other teachers in meeting the educational needs of students.

3. Plan carefully for instruction.

4. Willingly change plans and procedures in teaching when conditions suggest such changes (e.g., community needs or activities, out-of-school activities of students).

5. Provide flexibility by adapting instruction to new or changing condition which develop within the classroom.

6. Take into consideration the needs and interests of students in planning lessons.

7. Provide opportunities for students to participate in evaluating the results of instruction.

8. Provide opportunities for students to participate in conducting instructional activities.

9. Provide opportunities for students to participate in both individual and group activities.

10. Conduct procedure in assignments, examination, and evaluation of student achievement in such a manner as to encourage individual individual integrity.

11. Keep accurate records of student achievement.

12. Participate in the in-service training program of the staff.

D. Guide the intern on areas to observe in the classroom.

1. Room Environment:

a. Instructional centers
b. Arrangement and content of walls including bulletin boards.
c. Seating arrangements.
d. Placement of materials and equipment.
e. Appropriate lighting, ventilation, and heat.

f. Pupil-teacher interaction.
g. Peer group interaction.
h. Opportunities for students to participate in planning and decision-making.
i. Total social setting affecting each child.
j. Children needing special attention.

III. Nuggets of Wisdom

OUR BEHAVIOR - WHAT WE SAY AND DO OFTEN REFLECTS OUR ATTITUDES

It is easy and perhaps natural to put a child in "his place" quickly so that you may continue with what you want to do. Many negative remarks could be left unsaid if:

I. The physical organization of the class is set up so that there will be enough interest centers and activities to keep the child busy and interested, Then remarks like the following could be left unsaid:

a.) Sit still and stop wiggling like a worm.

b.) Sit down and be quiet.

c.) Who told you to get out of your seat?

II. Keep remarks under control--stop short of negative comments and use positive comments instead.

Negative Remarks

1. Sit down and close your mouth.

Positive Remarks

Analyze what you say to children and let it serve as a diagnosis of your methods. More negative remarks could be avoided if class activities involved pupils.

2.	Stop Acting Silly.	How should you act? Wno remembers how we should act?
3.	Do you have a loose screw.	Do you feel alright today?
4.	I'll paddle your you know wnat.	Don't threaten and not be able to carry through--call for help.

III. Check your own planning--doe it really involve the cnildren in what they want to do. These negative remarks could be avoided.

1. You never remember anything.
2. How did you ever get to the fifth grade?

3. Can't you learn anything?

IV. Know your children via diagnosis of progress and health conditions, home conditions, etc., and these negative remarks would not be needed.

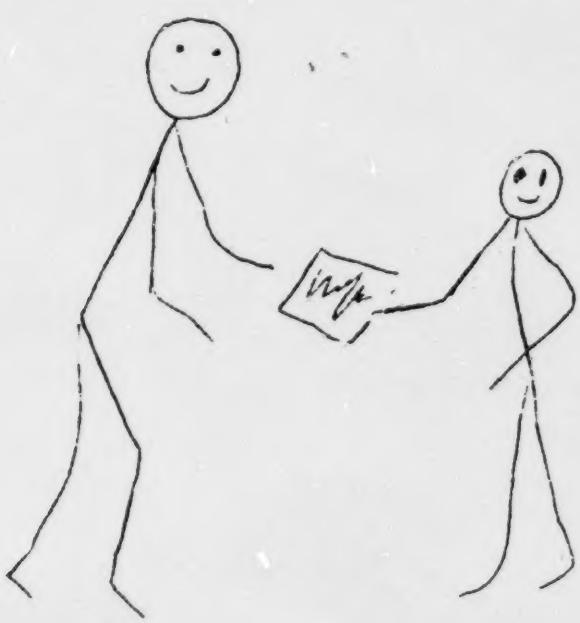
1. If you don't do your work, I'm going to put you in a lower group.
2. Tnis is too hard for you.
3. You'll never understand this.
4. You're always late!

UNHELPFUL	POSSIBLE SOLUTION
1. If you would pay attention you wouldn't lose your place.	1. Check your planning.
2. You never learn anything!	2. Check your planning.
3. You're always late!	3. Shouldn't be discussed openly; check home factors.
4. You never remember anything!	4. Check your plans.
5. No wonder you haven't learned to read.	5. Plan for the individual child.
6. How did you ever get to fifth grade?	6. Plan for the individual child.
7. Can't you learn anything?	7. Plan for the individual child.
8. I explained that twice already!	8. Explanations should be clear. Put in simple language easy to understand.
9. Why don't you listen?	9. To what is he listening?
10. Who told you to get out of your seat? Just what do you think this is? What do you think you are doing?	10. Review class standards. Review planning.

11. Whom do you think you are fooling?	11. Teachers' remarks will indicate the fool or who's being fooled.
12. I would flunk you but I don't want to have you again next year.	12. Real feelings are showing up.
13. If you don't get busy, I'm going to flunk you!	13. Don't threaten.
14. How stupid can you be!	14. Check the total child and your plans for him as an individual.

HELPFUL COMMENTS

1. Oh! How lovely?
2. That's so very neat.
3. Such beautiful work.
4. I like the way this group is working, or I like the way John is working.
5. That is very good.
6. Let's try doing it this way.
7. John, can you hear what Mary is saying?
8. Let's play a quiet game while John's group is reading.
9. Instead of any remark, perhaps an activity is indicated.



SECTION IV: The Team Leader: Supportive to Cooperating Teacher

A. The Team Leader's Role as Related to Teacher Corps

The role of the team leader is a new and different leadership role which is nontraditional in that it is not tied to the usual concept of supervision and authority. The team leader serves in several different capacities:

1. member of the team
2. liaison person
3. public relations person (interpret Teacher Corps policies to all members of school staff).
4. observer and evaluator but not a grader of interns.
5. consultant and counselor to members of the team.
6. demonstrator of teaching techniques.

B. Some of the more specific duties are:

1. to have conferences with principals, cooperating teachers, and interns.
2. to function as a "trouble-shooter" when the need arises.
3. to coordinate the university courses with what is being done at district level.
4. to participate in weekly team meetings.
5. to arrange field trips.
6. to bring in speakers and consultants.
7. to acquaint interns with how the school district operates.

8. to guide interns in selecting a community project.

9. to provide supplementary data and other teacning aides.

10. to guide interns in their selection of cooperating teachers.

11. to see that interns meet the state standards for certification.

12. to keep a record of the interns' teaching hours.

13. to keep the payroll time sheet (depending upon district policy)

14. to encourage the intern to try innovative ideas in the classroom.

FOOD FOR THOUGHT

What would you do if this should happen to you?

A. If an intern becomes very disturbed over criticism of his teaching performance _____

B. If an intern continues to arrive 15 to 20 minutes late each day _____

C. If an intern continues to omit the pupil accounting phase of the program _____

D. If you need weekly conference time with intern but find that no time is provided in the present schedule _____

E. If you feel that the intern is not preparing suitable activities for children in connection with a specific unit of study _____

F. If an intern plans to use "Key Vocabulary" approach and you observe that the words are largely "four-letter" words or slang expressions _____

G. If an intern questions your method of discipline or class control _____

H. If an intern insists that he does "plan" but never writes anything - just shares verbal plan with you _____

A FEW REMINDERS

1. View the child as a warm-blooded human being and not as a victim of his environment.
2. See his environment as he sees it and not as society sees it.
3. Knowledge that a child brings with him, sometime unique which can be utilized in planning learning situation.
4. Find some good in each student regardless of his complexion or lack of complexion.
5. Be able to relate to students at their language level and try to get to know them as people.
6. Be aware of a students' needs, wishes and desires along with being able to listen to and deal with his family.
7. Teach the student to meet with failures as well as with success and how to deal with the real world.
8. Roll with the punches of the class. Forgive and forget, don't take home nor store overnight the shortcomings and woes of a particular day.
9. Practice on being in tip-top shape as a ham, an entertainer, and a performer who leaves students rolling in the aisles for one reason or another, but have them come back each day for more.
10. Be alert to the constant needs of students and don't worry about the delay of math, history, or any other subjects in order to discuss so-called unrelated subjects.

11. Enter the classroom everyday with perhaps a vague knowledge of the course of study but a clear knowledge of more than one way to tackle the presentation of any given concept.

12. Plan objectives with children and let them enter into the evaluation.

13. Practice participating in planning and decision-making witn the staff - for how can a teacher teach that which he has never experienced.